
Scientific Writing Training for Elementary School Teachers, Jaka Sanga Teacher Working Group, Karanganyar Regency

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Abstrak: Pengabdian ini dilakukan meningkatkan keterampilan menulis karya ilmiah kepada guru SD KKG Jaka Sanga Kabupaten Karanganyar yang seharusnya memiliki kemampuan menulis karya ilmiah yang bisa dipublikasikan di jurnal maupun prosiding. Kekurangan pengetahuan tentang tahapan menulis karya ilmiah merupakan masalah serius. Pengabdian ini sangat penting, terutama bagi Program Studi Magister Pendidikan Bahasa Indonesia Program Pascasarjana Universitas Veteran Bangun Nusantara Sukoharjo yang fokus pada pengembangan bahasa, sastra, dan pendidikan. Mitra pengabdian ini merupakan guru-guru SD KKG Jaka Sanga Kabupaten Karanganyar yang belum memiliki kemampuan menulis karya ilmiah sehingga perlu pengadaan pelatihan keterampilan penulisan karya ilmiah. Menumbuhkembangkan keterampilan menulis karya ilmiah untuk bisa *publish* diperlukan bagi guru dalam meningkatkan kompetensinya. Aktifitas pelatihan ini dibagi bertahap yaitu: penyemaian informasi (*encoding*), pengintegrasian informasi menjadi pemahaman (*decoding*), perekaman informasi (*storing*), pelatihan informasi melalui simulasi (*rehearsal*), dan pembelajaran informasi (*learning*). Berdasarkan alur metode dapat disimpulkan metode pelaksanaan meliputi: ceramah, praktik, simulasi, dan pemanfaatan material kreatif.

Kata Kunci: Guru, Karya Ilmiah, Menulis, Teori Menggunakan Modul, Pelatihan dan Simulasi.

Abstract: This service was carried out to improve scientific writing skills for elementary school teachers of KKG Jaka Sanga in Karanganyar Regency who should have the ability to write scientific papers that can be published in journals and proceedings. Lack of knowledge about the stages of writing scientific papers is a serious problem. This service is very important, especially for the Indonesian Language Education Master Study Program of the Postgraduate Program of Universitas Veteran Bangun Nusantara Sukoharjo which focuses on the development of language, literature and education. The partners of this service are KKG Jaka Sanga elementary school teachers in Karanganyar Regency who do not have the ability to write scientific papers so it is necessary to provide training in scientific writing skills. Developing the skills of writing scientific papers to publish is necessary for teachers to improve their competence. This training activity is divided into stages, namely: information seeding (*encoding*), integrating information into understanding (*decoding*), recording information (*storing*), training information through simulation (*rehearsal*), and learning information (*learning*). Based on the flow of methods, it can be concluded that the implementation methods include: lecture, practice, simulation, and utilization of creative materials.

Keywords: Scientific Work, Teacher, Theory Using Module, Training and Simulation (TS), Writing

Introduction

Developing skills in writing scientific papers is very important not only for students in college setting (Kartinawati, 2021) but it also for instructors or teachers in improving their competence. Teachers nowadays are required to be more professional, reliable and have high competence. This has become a demand of modern society, so it is natural and appropriate that currently writing in the form of scientific publications is a means of improving teachers' abilities in developing their profession (Depdiknas, 2001).

Teachers' ability to write and produce scientific work in accordance with scientific regulations is still low. Even though the teaching profession is very important in conditioning human resources. Students' human resources will determine the fate of the nation and state. Writing is the ability to express ideas in written form so that it becomes a source of information for society (Suparno & Yunus, 2007). If the teacher is not able to do this, the teacher cannot carry out the education and learning process well.

To face the very dynamic conditions of life in society, like it or not, every teacher must develop writing skills and there is no reason that a teacher cannot write. It especially that a good writing is a highly sought-after skills and make a better in career (Nurnaningsih et al., 2023). Teachers must be creative in developing and improving their quality, so that the learning process can take place optimally. Every teacher must carry out activities aimed at developing and improving quality. This self-quality then becomes personal branding for each teacher. Therefore, every teacher should immediately develop and improve his/her own competence individually.

To carry out this process, the teacher can do it autodidactically or under the guidance of someone who is an expert in writing. Furthermore, teachers should continue to write and write because the formula for becoming a writer is to have the courage to write and be confident. With the increasing number of written works, the more competent you become in writing skills. The more written works that are published, the more credits the portfolio has, and the more credits it keeps.

Scientific publications can be interpreted as an effort to disseminate the thoughts or ideas of a person or group of people in the form of scientific reviews and research reports, both simple such as Class Action Research and also more complex research, papers, books or articles (Brotowodjoyo, 1985; Tatang, 2006). Scientific publications carried out by teachers are basically a manifestation of teacher professionalism. Steven R. Covey, (BPSDM-Kemendikbud, 2012) stated that scientific publication activities are a form of effort to renew the mind. Scientific publications is divided into two categories, scientific publications in the form of reports on the results of studies or research, and scientific publications in the form of reviews or scientific ideas (Maryadi, 2001). Although both of categories are different, it had similitude in the problem, content, procedure and form that inline with scientific knowledge. The scientific publication must be specific and actual topic that need to be addressed (Suyanto, 2003)

These service partners are teachers at SD KKG Jaka Sanga, Karanganyar Regency, who lack the ability to write scientific papers, so it is necessary to provide training in skills for writing scientific papers. Karanganyar Regency has a group of Jaka Sanga Elementary School or KKG teachers. These elementary school teachers often hold

meetings. These teachers are on average over 40 years old and are school principals. The demands for teachers are increasing, demanding that they also be able to produce written works in the form of books or writings in journals or proceedings. Even though he has served as a school principal, not many people understand his ability to write well in a journal.

In reality, the scientific papers produced by teachers at SD KKG Jaka Sanga, Karanganyar Regency are still very few and limited. It seems that there are various factors that might cause this condition. One of the factors that hinders writing scientific work is the low level of mastery of information technology and teacher welfare, in addition to willingness and ability wrote the KKG Jaka Sanga Elementary School teacher, Karanganyar Regency, which also still needs to be improved. This fact is also conveyed by Suyana (2005) that many teachers cannot get promotions because their scientific papers do not meet the established standards.

Based on the description above, it is considered necessary to carry out scientific writing training activities for teachers at SD KKG Jaka Sanga, Karanganyar Regency. The training focuses on increasing the ability and willingness (motivation) of teachers to write scientific papers in the form of papers, conceptual articles and searching for references using the internet. The hope is that after the training, the teachers at SD KKG KKG Jaka Sanga, Karanganyar Regency will become more productive in producing scientific papers.

The problems in the field that are very urgent to be addressed are that in reality the scientific writing produced by teachers is still very small and limited. It seems that there are various factors that might cause this condition. One of the inhibiting factors in writing this scientific work is the mastery of information technology, in addition to the willingness and writing ability of the teachers at SD KKG Jaka Sanga, Karanganyar Regency, which also still needs to be improved.

In connection with the above problems, the community service team took steps by holding training in writing scientific papers for the teachers of the Jaka Sanga KKG, Karanganyar Regency. This training introduces the steps for compiling good and correct scientific work based on ideas from partners. If the idea comes from the partner, it is hoped that the partner can write a scientific report smoothly and acceptably according to the rules and references that have been explained by the service team. The service team chose training in producing scientific papers because nowadays teachers are required to be able to produce outputs other than teaching, outputs can be in the form of PTK reports or scientific works that can be used to apply for promotion. The general activity of this training begins with counseling to introduce the steps for compiling a scientific work, then continues with questions and answers or discussion and then practice and mentoring in creating a scientific work and finally an evaluation to find out the extent of the KKG teachers' knowledge regarding the scientific work training material they have received. .

Thus, this service is very important to be carried out, especially by the Indonesian Language Education Master's Study Program, Veteran Bangun Nusantara Sukoharjo University Postgraduate Program as a study program that has a concentration on language and literature development, as well as in terms of education. Targets in training are expected to be as follows:

1. Motivate the teachers of SD KKG Jaka Sanga Karanganyar Regency to be more creative and innovative by practicing writing scientific papers.
2. Increase knowledge of SD KKG Jaka Sanga Karanganyar Regency teachers about writing scientific papers.
3. Training the skills of SD KKG Jaka Sanga Karanganyar Regency teachers in writing scientific papers.
4. Improve the ability to write creative and innovative scientific work.
5. Realization of the ability to write scientific papers to support teacher competence.

Method

Training activities are carried out in a structured manner through theoretical and practical activities. Carrying out the pre-test is the beginning of knowledge in writing scientific papers in order to find out the initial knowledge of the training participants so that they are right on target with what the participants need. This activity is carried out using the lecture method for delivering material, discussion during question and answer about material for writing scientific papers, mentoring for clinics, practice in writing scientific papers, and simulations in practicing material for writing scientific papers (Haryanto, 2006).

These training activities are carried out in a structured manner, through theoretical and practical activities, namely with the method:

1. Lectures (delivery of material) and questions and answers with material on writing scientific papers.
2. *Mentoring* for clinics, practice writing scientific papers.
3. Simulation in practicing the theory of writing scientific papers.

An overview of the technology that will be used in scientific writing training is as follows.

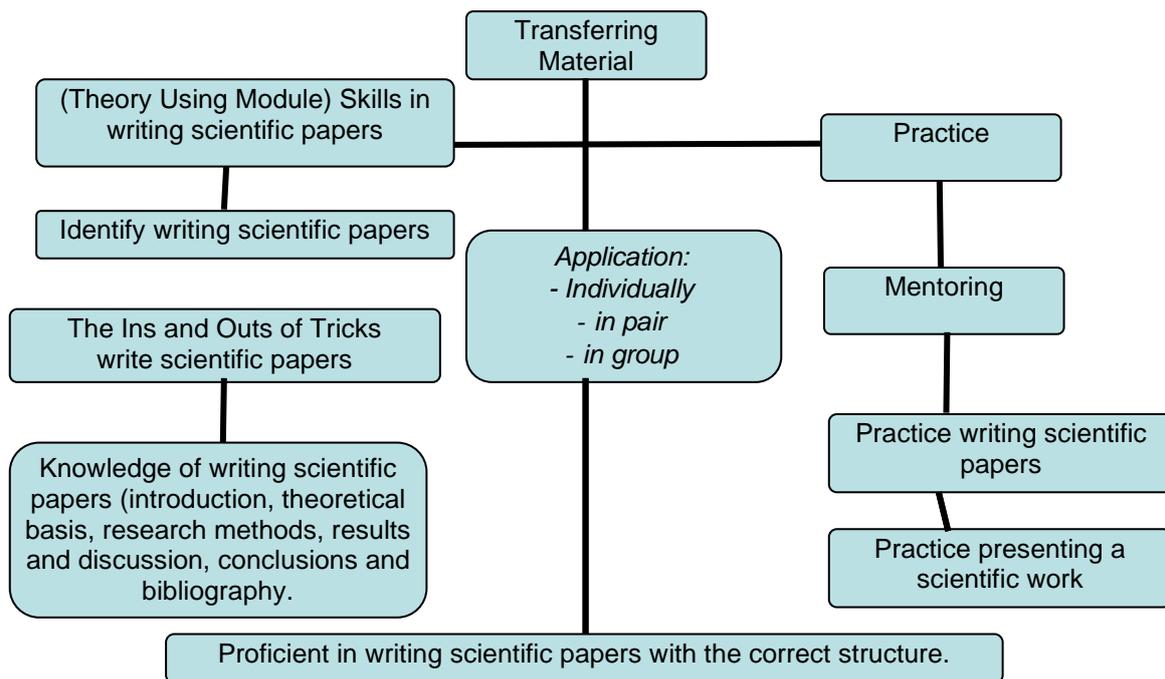


Figure 1. The Diagram of Method

An explanation of the training steps for writing scientific papers in the following chart.

This service activity is first carried out by transferring materials. Teachers are provided with material and knowledge about how to write good scientific articles in journals. The material provided is in the form of differences between scientific and non-scientific works, the style of scientific work in journals, correct spelling, knowledge of good and standard Indonesian grammar. Besides, teacher also equipped with the technical skills to search for the names of journal publishers via the internet, as well as how to enter/submit articles to a journal.

The next step is the implementation of practical training starting with the *Theory Using Module* or scientific paper writing skills. In this session teachers are invited to practice writing scientific papers. The teacher tries to make a title, abstract, keywords, a good introduction, research methods, how to make analysis and discussion, as well as making conclusions and writing a bibliography.

Teachers are expected to be able to identify good scientific work, have tricks for writing good scientific work, be able to access scientific journal services by several journal publishers, and be able to practice writing good scientific work. The teacher's work is always monitored by the service lecturer, and the finished work is presented in front of the class for discussion together. Presentation can be done individually or in groups.

Results and Discussion

This form of activity using training and mentoring strategies as well as *training and simulation (TS)* is expected to be able to increase teachers' skills in writing

scientific papers. These activities can be divided into stages, namely: embedding information (*encoding*), integrating information into understanding (*decoding*), recording information (storing), training information through simulations (*rehearsal*), and learning information (*learning*).



Picture 1. Delivering the material with Question and Answer

Based on the results of the community service team's activities, the service team produces output in the form of partners' work in the form of scientific articles. From several training sessions and mentoring, partners were interested in practicing how to write scientific articles, which for them was very necessary when processing promotions. The service team trains and assists partner teachers from the Jaka Sanga teacher working group, Karanganyar Regency. After going through mentoring and evaluation, partners are able to create scientific articles according to the ideas or topics they have. This training in making scientific work articles makes it easier for partners to open up new insights into how important this training is, which they last received when they were in college. This training refreshes partners' memories of the importance of making scientific work articles. It will understand that to make a good paper must of course be in accordance with the rules of good and correct writing (Hermawati et al., 2023). From the results of training activities to create scientific works, the Univet Bantara Sukoharjo community service team succeeded in getting partners to dare to express ideas or themes that they would use to create and produce scientific works.



Picture 2. The teacher of SD KKG Jaka Sanga, Karanganyar

Conclusion

From the results of community service activities regarding training in making scientific work, it can be said to be successful because the partners, in this case the working group of teachers who were trained, were very enthusiastic about participating in this service activity, they were very interested in the steps given on how to compose good and quality scientific work, with the theme or ideas expressed by partners themselves. Partners without hesitation asked questions and created interesting scientific work titles to develop. With this training, partners are helped to develop their ideas or thoughts in creating good and quality scientific work.

Acknowledgments

In service activities related to scientific paper writing training for teachers at KKG Jaka Sanga Elementary School, Karanganyar Regency, the service team would like to thank Veteran Bangun Nusantara University for giving the team the opportunity to carry out community service activities. Apart from that, the service team also expressed their thanks to the Principal and Teachers SD KKG Jaka Sanga Karanganyar Regency who are partners in implementing this service activity. Furthermore, it is hoped that this service activity can provide benefits in improving abilities skills in writing scientific papers to be able to publish them in a journal or proceedings for instructors or teachers to improve their competence.

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